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The introduction contains the purpose of article/research that is formulated and presented by an adequate background. The introduction must cover the research urgency, supporting facts from previous studies, gap analysis, research status, research novelty, and research objective. The gap analysis means the gap found within the prior research, while the research status is the position towards previous studies whether it corrects, debates, or supports. The references must be taken from various Scopus indexed-journals or national standardized journala published not later than 10 years from the article submission.

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Method used should be accompanied by references, relevant modification should be explained. Procedure and data analysis techniques should be emphasized to literature review article. The research stages should be clearly stated.

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The results and discussion should be presented in the same part, clearly and briefly. The discussion part should contain the benefit of research result, not repeat result part. The research results could be supplemented with tables,figures, or graphs (separate writing terms) to clarify the discussion.Avoid presenting similar data in a separate table. The analysis should answer the gap stated. The qualitative data, e.g. interview results, is discussed in paragraphs. The references contained in the introduction should not be re-written in the discussion. A comparison to the previous studies should be presented.

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Figure 1 : Lecturer Quality Coaching

The result of data analysis is explained correctly in the article. The discussion part logically explains the findings, associated with the relevant sources.

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The conclusion contains the short summary of the findings and discussion, presented briefly, narrative, and conceptual. Avoid using bullet and numbering.

The conclusion and recommendation of the author are given in this section and are consistent in using the term "Conclusion". The conclusion of the research should serve the urgent purposes of the study within this section. This can be followed by suggesting the relevant future studies.

REFERENCES

The citation and references are referred to American Psychological Association (APA) style sixth edition, by using manager reference (Mendeley/Zotero).

1. Journal

   Bagarić, V., & Jelena M. D. (2007). "Defining Communicative Competence". *Metodika*.8 (1): 94-103.

   Canale, M., & Merril S. (1980). "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing". *Applied Linguistics*. 1 (1): 1-47. (date of access: 3rd December. 2016)

2. Proceeding

   Laal, M. (2011). Knowledge Management in Higher Education. Procedia Computer Science, 3, 544–549.

   Budiyanto, M. A. K., Waluyo, L., & Mokhtar, A. (2016). Implementasi Pendekatan Saintifik dalam Pembelajaran di Pendidikan Dasar di Malang. Proceeding Biology Education Conference, 13(1), 48.

3. Book

   Brown, H. D. & Lee, H. (2015). *TEACHING by PRINCIPLES; An Interactive Approach to Language Pedagogy.*United States: Pearson.

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